



## Pageland Elementary School

715 West McGregor Street  
Pageland, SC 29728

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	361 Students	
<b>Principal</b>	Jean Page Watson	843 672 2400
<b>Superintendent</b>	J. Harrison Goodwin, Ed. D.	843-623-2175
<b>Board Chair</b>	James N. Sweeney	843-537-4663

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Below Average	Below Average
2009	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

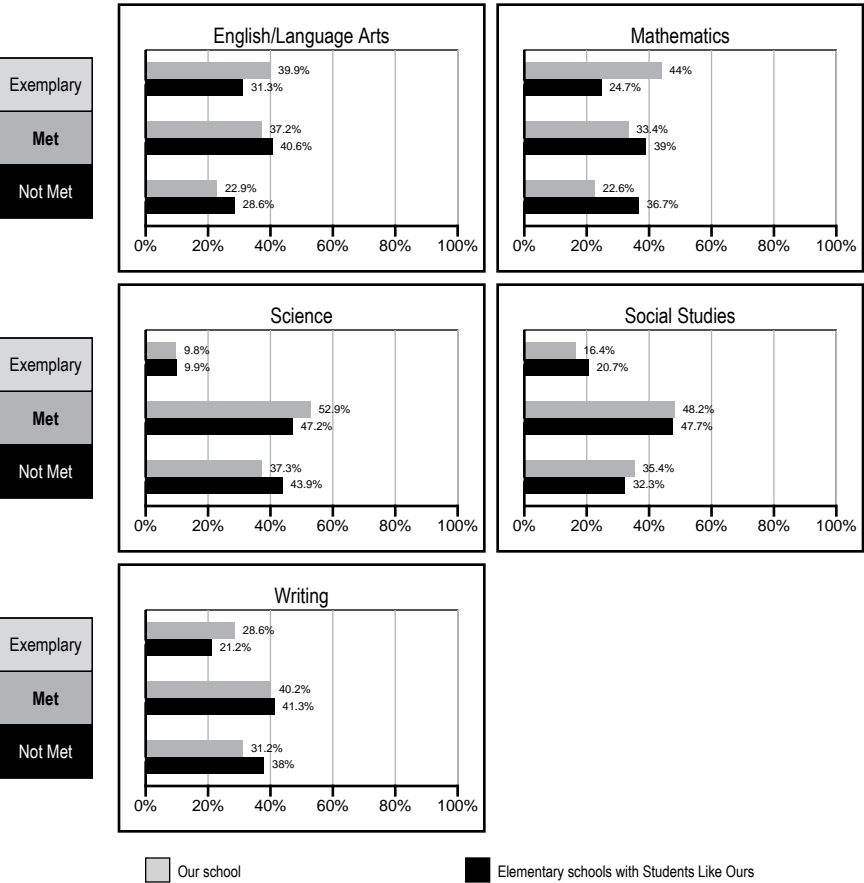
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	14	115	33	10

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=361)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Up from 0.6%	1.1%	0.9%
Attendance rate	96.8%	Down from 97.0%	95.9%	96.3%
Served by gifted and talented program	12.8%	N/A	3.7%	7.2%
With disabilities	11.0%	N/A	13.6%	12.4%
Older than usual for grade	3.2%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	50.0%	Down from 53.8%	60.5%	62.5%
Continuing contract teachers	65.4%	Down from 73.1%	79.8%	83.3%
Teachers returning from previous year	77.9%	Down from 79.6%	85.5%	88.3%
Teacher attendance rate	95.3%	Up from 95.2%	94.8%	95.0%
Average teacher salary*	\$40,164	Up 0.7%	\$46,424	\$48,193
Professional development days/teacher	7.8 days	Down from 14.2 days	10.9 days	11.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.9 to 1	18.8 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 89.4%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,678	Down 10.9%	\$7,793	\$7,364
Percent of expenditures for instruction**	60.0%	Down from 63.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	58.0%	Down from 59.0%	65.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pageland Elementary School provided an engaging, and challenging curriculum that encouraged our students to high achievement. We provided a caring, nurturing environment that integrated character education in every area of learning.

Our faculty used MAP data as well as class assessments to effectively plan instruction. As a result, teachers planned small group instruction to address specific areas of need. Throughout the year our faculty, staff and administration utilized this data as well as current research and best practices to drive instruction. Professional development data meetings were held monthly to plan enrichment and interventions. The continuous, creative use of integrated technology into all subject areas afforded students with greater engagement and learning opportunities. During the school year teachers also invited guests to speak to our students about various topics students were studying in the classroom. Utilizing speakers from our community enriched our classroom instruction. By collaborating with teachers across all grades and subjects students have reaped the benefits of targeted, well-planned units of instruction.

The school's professional development plan was revised to meet the needs of the literacy and math teachers. Teachers met biweekly for professional development. Common planning schedules allowed the teams to meet weekly to collaborate, research and plan effective instruction. Teachers attended numerous workshops within the district in order to keep abreast of the latest research and best practices. All teachers at Pageland Elementary School are highly qualified and nineteen faculty members have advanced degrees.

School initiatives at Pageland Elementary School were our PASS Celebration, Red Ribbon Week, author visit, Veteran's Day Program, Colonial Camp, academic achievement recognitions, end of the year academic banquet, character education programs, good behavior events, Snack Pack program, science fair, winter musical, spring chorus program, Career Day and our South Carolina History Night. Our faculty planned Parent Academies through out the school year which focused on reading, writing, math and character education. Our district also provided a program specifically designed to meet the needs of our Hispanic parents and each student was given a set of books after the program.

As service projects the students and staff contributed to area charities which included Relay for Life and various food donation ministries. We also initiated a recycling project that was managed by our special needs self-contained classes. The PTO, SIC, community /parent volunteers and police department continued to play a vital role at Pageland Elementary School as evidenced by the fact that we have had the most volunteer hours for our district five out of the last seven years. These efforts show that community collaboration is imperative to school success. Pageland Elementary School continues to be a caring, community school that promotes the development of the "whole child".

This year we were fortunate to use our Title 1 funds for a part time parenting coordinator. This proved to be an invaluable service for our parents, especially our Hispanic parents. To meet the needs of our parents, parenting classes were offered during school hours as well as after school and evening hours. Offering these classes enabled our parents to learn strategies they could utilize at home to help their child.

The mission of Pageland Elementary School, in partnership with our community, is to provide a safe, nurturing learning environment that provides our students with the knowledge and skills to become responsible, self-

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	110	69
Percent satisfied with learning environment	96%	90%	89.8%
Percent satisfied with social and physical environment	96%	80.3%	78.8%
Percent satisfied with school-home relations	88%	84.5%	77.5%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	89.0
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Pageland Elementary School school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	655.8	659.4	609.7	621.6	98.9	98.9
Male	649.8	657.8	612.6	620.7	99.5	99.5
Female	662.5	661.3	606.3	622.6	98.3	98.3
White	671.2	678.7	632.7	630.9	98.5	98.5
African American	647.3	645.5	593.2	613.4	99.5	99.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	647.3	658.4	607.8	623.4	98.0	98.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	623.6	616.4	594.1	585.3	100.0	100.0
Limited English Proficient	646.0	656.6	607.9	621.1	97.6	97.6
Subsidized meals	654.7	657.7	606.1	620.8	99.1	99.1
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	116	99.1	22.5	25.5	52	77.5
	4	107	100	26.2	40.2	33.6	73.8
	5	133	99.3	30.8	46.9	22.3	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	131	97	17.8	28.8	53.4	82.2
	4	125	100	26.8	40.2	33	73.2
	5	121	100	24.3	42.6	33	75.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2012	3	116	99.1	15.7	30.4	53.9	84.3
	4	107	100	16.8	33.6	49.5	83.2
	5	133	99.3	24.6	47.7	27.7	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	131	97	26.3	24.6	49.2	73.7
	4	125	100	18.8	42	39.3	81.3
	5	121	100	21.7	35.7	42.6	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2012	3	58	100	60.8	33.3	5.9	39.2
	4	107	100	34.6	56.1	9.3	65.4
	5	65	100	58.5	38.5	3.1	41.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	64	100	44.1	44.1	11.9	55.9
	4	125	100	31.3	60.7	8	68.8
	5	62	100	41.4	44.8	13.8	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	57	100	49	45.1	5.9	51
	4	104	100	34.6	55.8	9.6	65.4
	5	68	98.5	66.2	27.7	6.2	33.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	63	100	20.3	49.2	30.5	79.7
	4	125	100	34.8	53.6	11.6	65.2
	5	60	100	51.7	36.2	12.1	48.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	134	96.3	43.3	40.2	16.5	56.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	127	99.2	33.1	33.1	33.9	66.9
	4	124	97.6	31.8	42.7	25.5	68.2
	5	121	98.4	28.1	45.6	26.3	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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